# CAST’s UDL LESSON BUILDER

### Lesson Overview

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| **Title:** | Postcard From the Past |
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| **Subject:** | Social Studies |
| **Grade Level(s):** | Grade 8 |
| **Duration:** | 4 Days |
| **Subject Area****:** | Social Studies |
| Unit Description: | This unit is designed as a UDL approach to supporting student understanding of the significance of 1607 and the reasons for the establishment of the 13 colonies. Students will explore:   * How, Why and When the colonies were established * What governmental structures tool place * The economic patterns and jobs that evolved * Cultural changes of the people that came to the New World.   Through the use of a variety of resources students will expand their understanding of the importance of the arrival and establishment of the colonies. |
| Lesson Description for Day: | Research and compile information about the types of skills, trades and jobs done by the colonists in a specific colony.  Design a Postcard that summarizes the information.  Use Technology tools to:   * Gather information * Process information * Present Information |

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| State Standards: | 8.3 History. The student understands the foundations of representative government in the United States.  8.12 Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment.  8.12A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;  8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity.  8.13A Identify economic differences among different regions of the United States;  8.13B Explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and  8.27 Culture. The student understands the relationship between the arts and the times during which they were created.  Process TEKS:  8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  8.30A Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;  8.30C Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;  8.31 Social studies skills. The student communicates in written, oral, and visual forms.  8.31A Use social studies terminology correctly;  8.31B Use standard grammar, spelling, sentence structure, and punctuation;  8.31C Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;  8.31D Create written, oral, and visual presentations of social studies information. |
| Technology Standards: | 7(E) Create a document using DTP techniques that includes the  creation of a multi-section document with a variety of textwrapped  frame formats.  10(A) Use DTP productivity tools to create effective document  files for a defined audience.  10(D) Use fonts, styles, and sizes appropriate for the DTP project  that effectively communicate information.  12 (B,C,D) Evaluate completed projects. |

**Goals**

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| **Unit Goals:** | Key Understandings:   * Market economies value property and profit motive as means to determine what, how, how much and for whom to produce. * Cultural values and principles influence and help shape the development of a society * Available resources of the environment determine the patterns of economic activity * Evolving values and principles shape the government and culture of democratic societies. |
| **Lesson Goals:** | Key Understandings:   * Available resource of the environment determine the patterns of economic activity * Market economies value private property and profit motive as means to determine what, how, how much and for whom to produce. |

**Methods**

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| **Anticipatory Set:** Recognition Networks  *Provide Multiple Examples*  *Highlight Critical Features*  *Provide Multiple Media and Formats*  *Support Background Context* | Introduce the topic- jobs/trades in the colonies.  * Have students brainstorm jobs today and using a premade list of colonial jobs to predict which job relates to jobs today. * Display the same list on the interactive whiteboard and use interactive tools to connect the related jobs. This could be student led. * Introduce vocabulary related to economy and jobs in the colonies. * Tour related websites that students will use to gather information.   <http://www.brainpop.com/socialstudies/ushistory/thirteencolonies/preview.weml>  <http://homepages.rootsweb.ancestry.com/~sam/occupation.html> Demonstrate the use of the on-line textbook and use of note taking and highlighting tools.  * Complete a guided reading handout  Essential Questions:Why do you think certain jobs or trades happened in the different colonies?  1. How did the location affect why some jobs occurred in the different colonies? 2. Is it important to have a job or trade? Why? 3. What things help you decide what kind of job you will have? |

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| **Introduce and Model New Knowledge:**Strategic Networks *Provide Flexible models of skilled performance*  *Provide opportunities to practice with supports*  *Provide ongoing, relevant feedback*  *Offer flexible opportunities for demonstrating skill.* | Introduce the Print, Cut, Fold (PCF) tower model for gathering information. Show a finished model.Discuss the importance of citing information and ethical use of online information.  * Demonstrate use of the PCF Tool  Essential Questions: Use to review the gathering of the information through class discussion.  1. Why did certain jobs and trades occur in the different colonies? 2. Is there a connection between locations and where the industry developed or where jobs are at? Why? |
| **Provide Guided Practice:** | Day 1Students will access and use the PCF tower model to gather information. Supplemental gathering tools will be available for students struggling with the online model. \*\*\*\*Students could choose a different model for note taking.\*\*\*  **Day 2**  Create a postcard to the teacher to reflect on the process. They may choose the tool they want to use. This provides practice with the tool before completing the final project.  Tools:   * PCF Postcard Template * MS Publisher Postcard Templates.   Preview the MS Publisher App and guide students to the online tutorial.  **Essential Questions:**   1. How is technology affecting the learning process? 2. Why is it important to gather information before designing the final product? 3. How can technology tools help you in the learning process? |
| **Provide Independent Practice:** Affective Networks  *Offer choices of content and tools*  *Offer adjustable levels of challenge*  *Offer choices of rewards*  *Offer choices of learning content* | Day 3 Students will compose the final project postcard that summarizes the information they gathered on their colony and the economics of that colony. They will use MS publisher for this activity. They can choose the template and modify as they desire.  Self-Evaluation with teacher supplied Rubric  Provide a Q&A opportunity at designated times during the process to answer questions about content or process. Templates for all projects will be available on the school network and on the class web page. This will encourage students that can get additional support from home access to materials and work independently. |

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| **Additional Independent Practice***Opportunities for the following groups to have adjustable levels of challenge and choices of the learning context. This will important for the GT, Online users and Multi-Achievement students.* | After completing the postcard students will access a variety of resources to review information about the colonies. Students may choose to work in groups to complete the activities. The activities are used to provide enrichment and supplemental activities.Webquests:<http://www.clay.k12.in.us/nhs/Education/classinf/norris/13col.cfm><http://www.kn.pacbell.com/wired/fil/pages/webcolonialms.html><http://chalk.richmond.edu/education/projects/webquests/colonial/>Review Questions:<http://www.quia.com/rr/89549.html><http://www.quia.com/cm/71085.html><http://www.quia.com/pop/35550.html><http://www.quia.com/quiz/126673.html><http://www.mhcentro.com/jg/551691list.html> |

Assessment

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| **Formative/Ongoing Assessment:** | Observation of students using tools to gather and process information.  Benchmark progress each day to check for understanding of information and tools. |
| **Summative/End Of Lesson Assessment:** | * Completed and publish postcard – Students will use rubric to self-check. * Completed cards will be compiled in an e-book where each student will explain their job/trade. * Reflection Essay using prompts and posted to the class Blog or Wiki |

### Materials

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| Internet Access for research – Related links previewed and uploaded to class webpage |
| Print, Cut, Fold Tower <http://www.irvingisd.net/brandenburg/print_cut_fold.htm> |
| MS Publisher - <http://www.microsoft.com/Education/Postcards.aspx> |
| Summative Assessment Rubric |
| US History Textbook and Online Link <http://www.glencoe.com/sec/socialstudies/ushistory/ahey2001/index.html> |
| Vocabulary List |
| Colonial Jobs List |
| Class Wiki or Blog site |